

Impact of School Resources on School Adjustment among Higher Secondary Students: An Analytical Study of CBSE and UP Board Schools in India

Preeti Bharadwaj¹, Rubi Rajput²

¹PhD Research Scholar, Department of Education, Faculty of Education, Swami Vivekanand Subharti University, Meerut, UP. India

²Assistant Professor, Department of Education, Faculty of Education, Swami Vivekanand Subharti University, Meerut, UP. India

Abstract

School resources are pivotal in shaping students' academic and social integration, yet stark disparities persist across different educational boards. This study evaluated the impact of school resources on the institutional adjustment of higher secondary students and compared resource availability between Central Board of Secondary Education (CBSE) and Uttar Pradesh (UP) State Board schools. Employing a descriptive survey design, data were collected from a stratified sample of 300 higher secondary students ($n = 150$ CBSE; $n = 150$ UP Board) in Bijnor district, Uttar Pradesh, using the Institutional Adjustment Scale (Sinha & Singh 2012). Descriptive statistics, Karl Pearson's correlation, and linear regression analysis were used for data evaluation. The results demonstrated a strong, statistically significant positive relationship between school resources and institutional adjustment among CBSE students ($r = 0.61$, $p < .05$). Regression analysis confirmed that school resources significantly predicted students' institutional adjustment ($\beta = 0.68$). Comparative analysis revealed significant disparities, with CBSE schools possessing superior educational infrastructure and resources compared to UP Board schools, leading to the rejection of both null hypotheses. These findings underscore the critical role of equitable resource distribution in fostering supportive learning environments and highlight an urgent need to upgrade infrastructure in state board institutions.

Keywords: school resources; institutional adjustment; educational environment; CBSE Board; UP board, higher secondary students; educational outcome

1. Introduction

Education is widely recognized as one of the most influential mechanisms for promoting human capital, social mobility, and sustainable national development. Quality of educational outcomes depends not only on curriculum design and instructional practices but also on the availability and effective utilization of school resources. School resources-including physical infrastructure, laboratories, libraries, information and communication technology (ICT), instructional materials, qualified teachers, and supportive learning environments-constitute essential inputs that shape students' cognitive, social, and

psychological development (OECD, 2019). Educational research has emphasized that resource availability influences students beyond academic achievement by affecting their motivation, engagement, well-being, and adjustment within educational institutions.

Institutional adjustment is a multidimensional construct referring to the degree to which students successfully adapt to the academic, social, behavioural, and organizational environment of their schools. It encompasses students' ability to establish positive relationships with teachers and peers, comply with institutional norms, participate in curricular and co-curricular activities, and cope effectively with academic demands (Baker & Siryk, 1984). Students who demonstrate better institutional adjustment generally exhibit higher academic persistence, stronger school attachment, greater psychological well-being, and lower dropout intentions. Conversely, inadequate adjustment often leads to behavioural problems, absenteeism, reduced academic performance, and emotional distress.

Contemporary educational psychology suggests that institutional adjustment is not solely an individual characteristic but is significantly shaped by environmental conditions. Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006) provides a comprehensive framework for understanding this relationship. According to the theory, the school represents a primary microsystem in which students continuously interact with teachers, peers, learning resources, and institutional practices. The quality of these interactions directly influences developmental outcomes. Schools equipped with adequate educational resources create supportive learning ecosystems that foster academic engagement, social integration, and adaptive behaviour. In contrast, resource-deficient educational environments may limit opportunities for meaningful participation and hinder students' institutional adjustment.

Educational Production Function framework (Hanushek, 1986) argues that educational outputs are generated through the interaction of multiple inputs, including school infrastructure, instructional resources, teacher quality, and student characteristics. Although this framework has traditionally been employed to explain variations in academic achievement, recent educational research suggests that school resources also influence broader developmental outcomes such as student engagement, psychological well-being, institutional belonging, and school adjustment. Therefore, examining institutional adjustment alongside school resources provides a more holistic understanding of educational effectiveness than relying exclusively on academic achievement indicators.

Empirical evidence generally supports the positive association between school resources and student development. Adequate classroom facilities, well-equipped libraries, functional laboratories, digital learning technologies, and supportive educational environments have been associated with improved academic engagement, motivation, attendance, and psychosocial adjustment (UNESCO, 2021; OECD, 2023). Studies have further reported that resource-rich schools promote collaborative learning, enhance teacher effectiveness, strengthen students' sense of belonging, and facilitate positive educational experiences. Nevertheless, previous investigations have primarily focused on academic achievement, leaving institutional adjustment comparatively underexplored, particularly in developing educational contexts.

The Indian school education system presents a unique context for investigating this relationship because considerable variation exists across educational boards regarding infrastructure, governance, funding patterns, pedagogical practices, teacher preparation, and learning opportunities. The Central Board of Secondary Education (CBSE) generally follows nationally standardized academic guidelines with comparatively greater emphasis on continuous assessment, technological integration, and infrastructure development. In contrast, many state board schools, including those affiliated with the Uttar Pradesh Board, often operate under varying levels of resource availability due to regional disparities in funding, administrative capacity, and infrastructural development. These differences may substantially influence students' educational experiences and their ability to adjust successfully to institutional environments. Despite these contextual differences, empirical comparisons examining how variations in school resources influence institutional adjustment across educational boards remain limited.

Although previous studies have established positive relationships between school climate, educational facilities, and student outcomes, several important gaps remain. First, existing literature has predominantly concentrated on academic performance rather than institutional adjustment as a developmental outcome. Second, comparative evidence examining resource disparities between CBSE and Uttar Pradesh Board schools is relatively scarce. Third, few studies have integrated ecological perspectives with comparative educational research to explain how school resources shape students' adaptation within different institutional contexts. Addressing these gaps is essential for informing educational planning, resource allocation, and school improvement policies aimed at promoting equitable educational opportunities.

The present study seeks to address these limitations by examining the relationship between school resources and institutional adjustment among higher secondary students while simultaneously comparing the availability of school resources in CBSE and Uttar Pradesh Board schools. By integrating ecological theory with empirical analysis, the study contributes to the growing body of research on educational quality beyond academic achievement. The findings are expected to provide evidence for policymakers, educational administrators, and school leaders regarding the importance of equitable resource distribution in fostering supportive learning environments and enhancing students' institutional adjustment, particularly within diverse educational systems such as India.

Theoretical Framework

The present study is grounded in established educational and developmental theories that explain how school environments influence students' adaptation and educational outcomes. The relationship between school resources and institutional adjustment is conceptualized through Bronfenbrenner's Ecological Systems Theory, the Educational Production Function Theory, and the School Climate Theory. Together, these theoretical perspectives provide a comprehensive framework for understanding how educational resources contribute to students' successful adjustment within school settings.

Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006) proposes that human development results from continuous interactions between individuals and their

surrounding environmental systems. Among these systems, the microsystem-which includes the school, family, teachers, and peers-has the most immediate influence on students' development. Schools constitute one of the most significant microsystems because students spend a substantial portion of their daily lives interacting with educational environments.

Within this ecological perspective, school resources such as well-equipped classrooms, libraries, laboratories, digital learning facilities, qualified teachers, and supportive institutional practices create an environment that facilitates students' academic engagement, social participation, and psychological well-being. When educational institutions provide adequate resources, students experience greater opportunities for meaningful interaction, improved learning experiences, and stronger institutional attachment, leading to better institutional adjustment. Conversely, resource-deficient environments may restrict learning opportunities, increase academic stress, and reduce students' sense of belonging within the institution. The present study applies Bronfenbrenner's theory to explain how differences in educational environments across CBSE and Uttar Pradesh Board schools may influence students' ability to adjust successfully to institutional life.

Educational Production Function Theory (Hanushek, 1986)

The Educational Production Function Theory (Hanushek, 1986) explains educational outcomes as the product of multiple educational inputs, including school infrastructure, instructional materials, teacher quality, institutional management, and student characteristics. Although the theory has traditionally been applied to academic achievement, contemporary educational research suggests that educational inputs also influence students' behavioural, emotional, and social outcomes. From this perspective, school resources represent essential educational inputs that contribute not only to academic learning but also to institutional adjustment. Adequate instructional resources create supportive learning environments that encourage classroom participation, improve student motivation, strengthen relationships with teachers, and enhance students' confidence in school activities. Consequently, schools possessing better educational resources are expected to facilitate higher levels of institutional adjustment among students.

School Climate Theory

School Climate Theory emphasizes that students' perceptions of their educational environment significantly influence their learning experiences, behaviour, and psychological adjustment. A positive school climate is characterized by supportive teacher–student relationships, safety, adequate physical facilities, collaborative learning environments, effective leadership, and opportunities for student participation. School resources are fundamental components of school climate because they directly shape students' daily educational experiences. Modern classrooms, libraries, laboratories, sports facilities, and technological infrastructure contribute to creating a learning environment in which students feel secure, valued, and academically supported. Such environments promote stronger institutional commitment, greater school satisfaction, and improved adjustment to school norms and expectations.

In contrast, inadequate educational resources may negatively affect students' perceptions of school quality, reduce engagement, and hinder successful institutional adjustment. Therefore, School Climate

Theory provides an important conceptual basis for understanding the mechanisms through which school resources influence students' adaptation to educational institutions.

Conceptual Framework of the Study

Based on these theoretical perspectives, the present study conceptualizes school resources as the independent variable influencing institutional adjustment among higher secondary students. School resources include physical infrastructure, libraries, laboratories, ICT facilities, teaching-learning materials, sports facilities, and other educational support systems. Institutional adjustment refers to students' ability to adapt effectively to the academic, social, behavioural, and organizational environment of the school.

The comparative dimension of the study assumes that differences in resource availability between CBSE and Uttar Pradesh Board schools may lead to differences in students' institutional adjustment. Theoretical framework proposes that resource-rich educational environments foster better adjustment by promoting academic participation, positive interpersonal relationships, institutional belonging, and psychological well-being.

Bronfenbrenner's Ecological Systems Theory, Educational Production Function Theory, and School Climate Theory provide a robust conceptual foundation for examining the influence of school resources on institutional adjustment and for interpreting differences between CBSE and Uttar Pradesh Board schools.

Critical Literature Review

The availability of school resources has increasingly been recognized as an important determinant of students' adjustment, academic success, and overall educational development. Recent educational research indicates that well-resourced schools provide a supportive learning environment that enhances students' psychological well-being, academic engagement, and institutional adjustment. Differences in educational infrastructure, teaching-learning facilities, and technological integration across school boards significantly influence students' learning experiences and their ability to adapt successfully to school life.

Naz (2025) investigated the role of artificial intelligence in enhancing school adjustment among secondary school students studying in CBSE, ICSE, and Uttar Pradesh Board schools. The study, conducted on a sample of 300 students using self-constructed assessment scales, reported that students enrolled in CBSE and ICSE schools demonstrated significantly higher levels of school adjustment than those studying in Uttar Pradesh Board schools. The study attributed these differences primarily to the better availability of learning resources and technologically enriched educational environments in CBSE and ICSE schools. These findings suggest that the quality of school resources contributes substantially to students' ability to adjust effectively within educational institutions.

Chamundeswari (2013) examined the relationship between emotional intelligence and academic achievement among 321 higher secondary students selected through random sampling. The study

reported a significant positive relationship between emotional intelligence and academic achievement and further observed that students studying in Central Board schools exhibited comparatively higher emotional intelligence and better academic performance than students studying in State and Matriculation Board schools. Although the study primarily focused on emotional intelligence, the findings indirectly indicate that educational environments with better institutional facilities and learning opportunities contribute positively to students' psychological development and academic success.

Adhikary (2018) conducted a study to examine the adjustment levels of secondary school students in Kamrup District, Assam, using the Adjustment Inventory for School Students (AISS). The investigation involved 143 students selected from ten secondary schools. The findings revealed significant gender differences in adjustment, with male students demonstrating better adjustment than female students. Although the study focused primarily on gender-based differences rather than institutional characteristics, it highlighted adjustment as an essential psychological variable influencing students' educational experiences and emphasized the importance of supportive school environments in facilitating successful adjustment.

Ahmad and Khan (2016) investigated the adjustment of 447 secondary school teachers in relation to their educational qualification, teaching experience, and locality. Using the Teachers Adjustment Inventory along with statistical techniques such as Mean, Standard Deviation, and t-test, the researchers found no significant differences in teachers' adjustment based on these demographic variables. Although the study examined teacher adjustment rather than student adjustment, it emphasized that effective institutional functioning depends upon a stable and supportive educational environment, which ultimately influences students' educational experiences and institutional adaptation.

Collectively, the reviewed studies indicate that adjustment is a multidimensional construct influenced by educational, psychological, and institutional factors. Among the reviewed literature, Naz (2025) provides direct empirical evidence that students studying in schools with superior educational resources exhibit better school adjustment. Chamundeswari (2013) further demonstrates that students enrolled in Central Board schools achieve better psychological and academic outcomes than those studying in State Board schools, suggesting the influence of educational environments and institutional quality. The studies by Adhikary (2018) and Ahmad and Khan (2016) reinforce the significance of adjustment as an essential component of educational effectiveness, although they do not specifically investigate the role of school resources.

Research Gap: Despite these contributions, the existing literature reveals an important gap. Most previous studies have examined adjustment from psychological, emotional, or demographic perspectives, whereas comparatively limited attention has been given to the influence of school resources on institutional adjustment, particularly among higher secondary students. Furthermore, empirical comparisons between CBSE and Uttar Pradesh Board schools with respect to school resources and institutional adjustment remain scarce. Therefore, the present study seeks to address this gap by investigating the impact of school resources on institutional adjustment among higher secondary students and by comparing the availability of school resources between CBSE and Uttar Pradesh Board schools.

Need of the Study

School resources play a crucial role in creating a supportive learning environment that promotes students' academic, social, and psychological development. Considerable disparities in the availability and quality of these resources exist between different educational boards, particularly between CBSE and Uttar Pradesh Board schools. Such disparities may influence students' institutional adjustment, learning experiences, and overall educational outcomes. Although previous studies have examined student adjustment and academic performance, limited research has specifically investigated the impact of school resources on institutional adjustment, especially through a comparative analysis of CBSE and Uttar Pradesh Board schools. The present study is needed to provide empirical evidence on the relationship between school resources and institutional adjustment among higher secondary students. The findings will assist policymakers, educational administrators, and school leaders in planning equitable resource allocation and improving institutional environments to enhance students' adjustment and educational development.

Significance of the Study

The present study is significant as it examines the influence of school resources on the institutional adjustment of higher secondary students, an area that has received limited attention in educational research, particularly in the Indian context. By comparing CBSE and Uttar Pradesh Board schools, the study provides empirical evidence on how variations in educational resources affect students' adjustment to the school environment. The findings will contribute to the existing body of knowledge on educational quality, school effectiveness, and student development. The study will be valuable for policymakers, educational administrators, school leaders, and teachers in identifying resource gaps and developing strategies to create supportive learning environments. Furthermore, the results may assist government agencies in planning equitable distribution of educational resources, especially in state board schools. The study also provides a foundation for future research on school resources, institutional adjustment, and related educational outcomes, thereby contributing to the improvement of educational policies and practices aimed at enhancing students' academic and psychosocial development.

Objectives of the Study

- To study the impact of school resources on the school adjustment of students studying in CBSE board schools.
- To compare the availability of school resources in CBSE and Uttar Pradesh Board schools.

Hypotheses of the Study

1. There is no significant impact of school resources on the school adjustment of students studying in CBSE board schools.
2. There is no significant difference in the availability of school resources between CBSE and Uttar Pradesh Board schools.

2. Methodology

Research Method: The present study employed survey method to investigate the impact of school resources on the school adjustment of higher secondary school students. This method was considered appropriate as it facilitates the collection of quantitative data from a large group of respondents and enables the examination of relationships between variables under natural educational settings.

Population of the Study: Population of the present study comprised all higher secondary students studying in CBSE and Uttar Pradesh Board schools in Bijnor district of Uttar Pradesh. This population represented students enrolled in higher secondary (11-12) classes during the period of data collection.

Sample of the Study: A total sample of 300 higher secondary students was selected from the identified population. The sample included students from CBSE (150) and UP boards (150) to ensure adequate representation for comparative analysis.

Research Tool: A self-developed **School Resources Checklist** prepared by the researcher to assess the availability and adequacy of school resources in the selected higher secondary schools. The checklist comprised various dimensions of school resources, including physical infrastructure, classroom facilities, library resources, laboratory facilities, information and communication technology (ICT), sports facilities, teaching-learning materials, and other educational amenities. Institutional adjustment of higher secondary students was measured using the **Institutional Adjustment Scale** developed by A. K. P. Sinha and R. P. Singh (Revised, 2012). The standardized scale assesses students' adjustment to different aspects of the school environment, including academic activities, school discipline, interpersonal relationships, and institutional functioning. To assess the **academic achievement** of the students, their 10th class board examination results were considered. The marks obtained by the students in their respective board examinations were used as an objective indicator of academic achievement.

Statistical Techniques: **Mean** was used to determine the average scores of the variables under investigation. **Standard Deviation** was calculated to measure the variability of students' responses. **Karl Pearson's Coefficient of Correlation** (r) was used to examine the relationship between school resources and institutional adjustment among CBSE students. **Linear Regression Coefficient** was employed to determine the predictive effect of school resources on institutional adjustment and to assess the extent to which school resources influence students' institutional adjustment.

3. Analysis and Interpretation of Data

The collected data were systematically classified, tabulated, and analyzed in accordance with the objectives and hypotheses of the study.

(H₀₁): There is no significant impact of school resources on the school adjustment of students studying in CBSE board schools.

To examine the impact of school resources on the institutional adjustment of CBSE higher secondary students, Karl Pearson's Coefficient of Correlation and Regression Coefficient were computed. The results are presented in Table 1.

Table 1

Relationship between School Resources and Institutional Adjustment among CBSE Higher Secondary Students

Sr. No.	Variables	Mean	Standard Deviation	Correlation (r)	Regression Coefficient (β)	Level of Significance
1	School Resources	32.83	12.09	0.61	0.68	$p < 0.05$
2	School Adjustment	37.90	13.52			

$r = 0.61, \beta = 0.68$; significant at the 0.05 level of significance ($p < .05$).

Interpretation

Table 1 reveals that the mean score of School Resources was 32.83 with a standard deviation of 12.09, whereas the mean score of School Adjustment was 37.90 with a standard deviation of 13.52. The obtained Karl Pearson's coefficient of correlation ($r = 0.61$) indicates a moderately positive relationship between school resources and school adjustment among higher secondary students studying in CBSE schools. The regression coefficient ($\beta = 0.68$) further indicates that school resources significantly predict school adjustment. The positive regression coefficient suggests that an increase in the availability and quality of school resources is associated with an improvement in students' school adjustment. The relationship was found to be statistically significant at the 0.05 level of significance ($p < .05$). Therefore, the null hypothesis stating that school resources do not significantly affect school adjustment among CBSE higher secondary students is rejected.

(H₀₂): There is no significant difference in school resources between CBSE and Uttar Pradesh Board schools.

To determine whether a significant difference existed in the availability of school resources between CBSE and Uttar Pradesh Board schools, an independent samples t-test was employed. The results are presented in Table 2.

Table 2

Difference in School Resources between CBSE and Uttar Pradesh Board Schools

Sr. No.	Variables	Mean	SD	t-Value	Significance
1	CBSE Board	36.83	10.51	3.49	Significant
2	Uttar Pradesh Board	32.26	12.09		

t-value (3.49) is significant at the 0.05 level of significance ($p < .05$).

Interpretation

Table 2 reveals that the mean score of School Resources for CBSE schools was 36.83 with a standard deviation of 10.51, whereas the mean score of School Resources for Uttar Pradesh Board schools was 32.26 with a standard deviation of 12.09. The obtained t-value (3.49) indicates a significant difference in the availability of school resources between the two school boards. The higher mean score of CBSE schools indicates that they possess comparatively better school resources than Uttar Pradesh Board schools. This finding suggests that CBSE schools provide relatively better educational facilities, including physical infrastructure, teaching-learning resources, library facilities, laboratory facilities, and other institutional resources that support students' learning and overall school environment. The relationship was found to be statistically significant at the 0.05 level of significance ($p < .05$). Therefore, the null hypothesis is rejected.

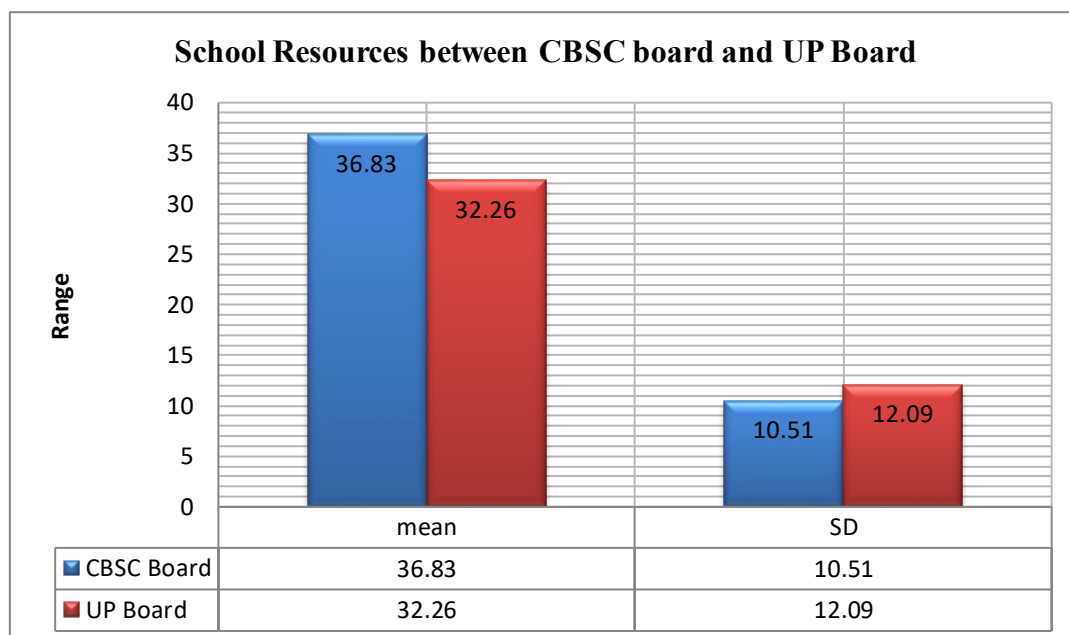


Figure 1 Comparison of mean scores and standard deviations of school resources between CBSE and Uttar Pradesh Board schools.

Figure 1 illustrates the comparison of the mean scores and standard deviations of school resources between CBSE and Uttar Pradesh Board schools. The higher mean score indicates that CBSE schools possess comparatively better school resources than Uttar Pradesh Board schools. The figure also presents the variability in school resources. The standard deviation for CBSE schools was 10.51, while that of Uttar Pradesh Board schools was 12.09. The relatively higher standard deviation for Uttar Pradesh Board schools indicates greater variation in the availability of school resources among these schools, whereas the comparatively lower standard deviation for CBSE schools suggests more consistency in resource availability. Overall, the graphical representation supports the statistical findings presented in Table 2, demonstrating that CBSE schools have comparatively higher levels of school resources than Uttar Pradesh Board schools. This difference was found to be statistically significant at

the 0.05 level of significance, indicating that the observed variation in school resources between the two educational boards is unlikely to have occurred by chance.

4. Result & Discussion

The present study examined the impact of school resources on the institutional adjustment of higher secondary students and compared the availability of school resources between CBSE and Uttar Pradesh Board schools. The findings revealed a significant positive relationship between school resources and institutional adjustment among CBSE students. The obtained correlation coefficient ($r = 0.61$) indicates a moderately positive relationship, suggesting that students studying in schools with better educational resources tend to exhibit higher levels of institutional adjustment. Furthermore, the regression coefficient ($\beta = 0.68$) demonstrates that school resources significantly predict institutional adjustment, indicating that improvements in educational resources are associated with better adjustment of students to the institutional environment. The findings further revealed a significant difference in the availability of school resources between CBSE and Uttar Pradesh Board schools. The mean score of school resources was higher for CBSE schools ($M = 36.83$) than for Uttar Pradesh Board schools ($M = 32.26$), and the obtained t -value (3.49) was significant at the 0.05 level of significance. This indicates that CBSE schools possess comparatively better educational resources, including physical infrastructure, classroom facilities, libraries, laboratories, teaching-learning materials, and technological resources. Such facilities create a more supportive learning environment, enabling students to participate actively in academic and co-curricular activities and adjust more effectively to institutional life. The results of the present study are consistent with earlier research, which suggests that adequate educational resources and a supportive school environment contribute significantly to students' academic engagement, psychological well-being, and institutional adjustment. Resource-rich educational settings provide opportunities for meaningful learning experiences, foster positive teacher-student interactions, and promote students' confidence, participation, and adaptation to school life. Figure 3 showing the investment in educational resources is essential for enhancing school effectiveness and improving students' overall development.

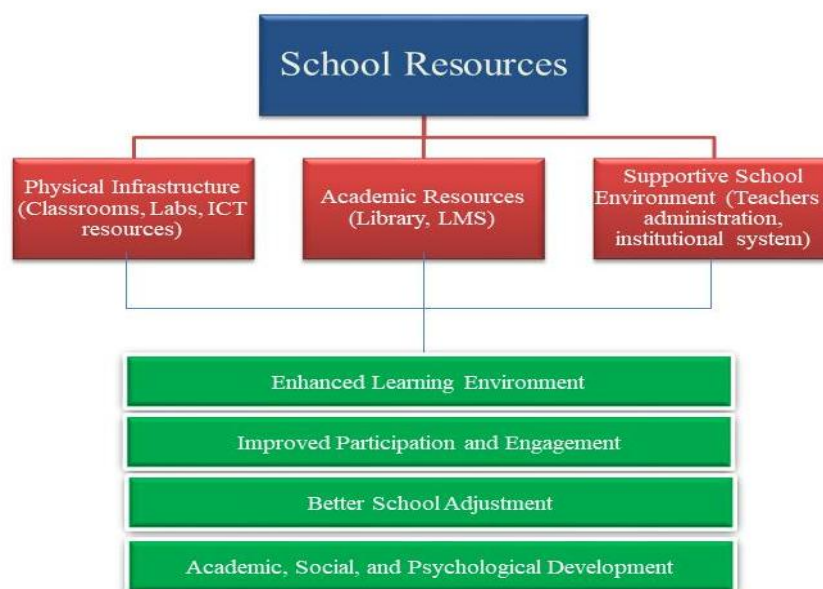


Figure 2 Proposed Mechanisms Showing the Impact of School Resources on Institutional Adjustment

Major Findings

1. School resources have a significant positive influence on the institutional adjustment of higher secondary students.
2. A moderately positive correlation ($r = 0.61$) exists between school resources and institutional adjustment among CBSE students.
3. The regression coefficient ($\beta = 0.68$) indicates that school resources significantly predict institutional adjustment.
4. A significant difference exists in the availability of school resources between CBSE and Uttar Pradesh Board schools.
5. CBSE schools possess comparatively better educational resources than Uttar Pradesh Board schools.
6. Students studying in schools with better educational resources demonstrate higher levels of institutional adjustment.
7. The availability of adequate educational resources contributes to students' academic participation, social interaction, and adaptation to the institutional environment.

Educational Implications

The findings of the present study have important implications for educational policy and practice. Educational authorities should prioritize the provision of adequate school resources to create learning environments that promote students' institutional adjustment and overall development. Special attention should be given to improving the infrastructural and instructional facilities available in Uttar Pradesh Board schools to reduce disparities between educational boards. School administrators should ensure the effective utilization and maintenance of available educational resources to maximize their educational benefits. Teachers should encourage students to make meaningful use of libraries, laboratories, ICT facilities, and other learning resources to enhance their academic engagement and institutional adjustment. Government agencies and educational planners should allocate sufficient financial resources for the development and modernization of school infrastructure, laboratories, libraries, and digital learning facilities. Furthermore, institutional adjustment should be considered an important educational outcome while planning school improvement programmes and quality enhancement initiatives.

Suggestions for Further Research

The present study was confined to higher secondary students studying in CBSE and Uttar Pradesh Board schools in Bijnor district. Future researchers may extend similar investigations to students at the primary, upper primary, and secondary levels. Comparative studies involving other educational boards, such as ICSE and State Boards of different states, may also be undertaken. Future studies may incorporate additional variables such as academic achievement, self-concept, motivation, school climate, emotional intelligence, and socio-economic status to gain a broader understanding of factors influencing institutional adjustment. Longitudinal research may also be conducted to examine changes in institutional adjustment over time. Studies involving larger samples and diverse geographical regions would further enhance the generalizability of the findings.

Conclusion

The present study concludes that school resources are a significant determinant of the institutional adjustment of higher secondary students. The findings demonstrate that students studying in schools with better educational resources exhibit higher levels of institutional adjustment than those studying in comparatively resource-deficient schools. The positive correlation and significant regression coefficient indicate that the availability and quality of school resources play an important role in facilitating students' adaptation to the institutional environment.

The comparative analysis further reveals that CBSE schools possess significantly better educational resources than Uttar Pradesh Board schools, highlighting disparities in educational infrastructure and learning facilities between the two educational systems. These findings emphasize the need for strengthening educational resources, particularly in Uttar Pradesh Board schools, to provide equitable learning opportunities and foster students' academic, social, and psychological development. Improving school resources should therefore be regarded as a key strategy for enhancing institutional adjustment and promoting the overall quality of school education.

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